

TEACHERS' UNIT GUIDE

UNIT 4

A NEW NATION IN THE NEW WORLD

by MILDRED CELIA LETTON

Edited by BEATRICE COLLINS

TO BE USED WITH

NEW WAYS IN THE NEW WORLD



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UNIT 4

T O D D • C O O P E R

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- The questions and activities offered in this GUIDE may be used in addition to the exercises in the textbook. Representing a variety of interests, they are intended to add richness to the study of the unit. No teacher will want to use all of these suggestions but may make her selections in terms of the needs and interests of the pupils.
- *The diacritical markings and respellings for pronunciation of words in this UNIT GUIDE are based upon material in Webster's NEW COLLEGIATE DICTIONARY, copyright 1949, 1951, 1953, by G. and C. Merriam Company, and are used by permission.*

Unit 4


A New Nation in the New World

Time of the Unit

This unit begins in the 1750's with the struggle between England and France over the land that lay west of the Appalachians. The story then moves into the Revolutionary War, as shown on the chart below. After the war, the people begin building their new nation. By the 1820's, the young nation is becoming more democratic.

A NATION IS BORN



1750	1775	1800	1825
WINNING "THE WEST"			
	Rev. War		
		BUILDING A NEW NATION	

Walter and Jan Fairservis, American Museum of Natural History, New York

Chapters of the Text Included in the Unit

Chapter 11. Winning a Continent

Chapter 12. The Colonists Win Their Independence

Chapter 13. Building a New Nation

Suggested Study Time

4 to 6 weeks

What the Unit Is About

This unit begins with the quarrel between England and France over the country that lay west of the Appalachians—"the West," as people called it.

The English had built their colonies along the Atlantic coast, from New England as far south as Georgia. The French had settled along the St. Lawrence River and were carrying on a rich fur trade in the Mississippi Valley. When the English began to move westward, the clash over land began.

Our story begins in the year 1754. In Chapter 11, we see Colonel George Washington of the Virginia Militia in the forests of western Pennsylvania. There is a sharp fight with a party of French soldiers. The war between England and France has begun. The colonists called it the "French and Indian War." By the time it was over, England had won control of the western country beyond the mountains.

The English colonists, meanwhile, were beginning to think of themselves as

Americans. The idea of a new nation was beginning to take shape in people's minds.

In Chapter 12, we see how the Revolutionary War began between the colonists and England. Quarrels and disagreements led to open fighting in 1775 at Lexington, Concord, Bunker Hill—"stirring events long remembered." Then, in 1776, the colonists took the final step; they wrote the Declaration of Independence.

Through the long war, the people turned to their Declaration and were filled with new hope. We get the stories of some of the inventions that helped the Americans win the war. In 1783, the peace treaty was signed.

Chapter 13 tells how the American people went to work to build a new nation. The people realized that they needed a better government, and in 1787 leaders from all the states met in Philadelphia to plan the new government. The new plan was the Constitution.

The new nation needed a President, a Congress, and a place in which to carry

on its business. We follow George Washington from Mt. Vernon to New York to take the oath of office. We see the new Congress go to work and the new capital rise from the banks of the Potomac.

Under Thomas Jefferson, the nation

more than doubled its size. By 1829, when Andrew Jackson became President, the United States was growing stronger and more democratic. New states were joining the Union. To the west lay endless miles of country, rich in promise.

Big Ideas to Develop

1. The French and English both wanted the land that lay west of the Appalachian Mountains. The French wanted it for fur trading; the English, for farming as well as fur trading. This struggle led to the French and Indian War.

2. The Appalachian Mountains were a barrier to settlement of the land to the west. There were three main gateways through the barrier—the St. Lawrence, the Hudson-Mohawk, and the Ohio gateways. Each was formed by river valleys.

3. By winning the French and Indian War, the English gained control of the land west of the Appalachians. Colonists along the frontier dreamed of exploring “the West.” More and more of them began to think of themselves as Americans.

4. As the colonies grew, they became more independent. They quarreled with England over taxation without representation in Parliament. English efforts to punish the colonies only helped to unite them, until at last they went to war and declared their independence.

5. The Declaration of Independence contained ideas that were new and exciting to most people in the world in 1776.

Among these were the ideas that “all men are created equal” and that governments belong to the people.

6. The people who had declared their independence were willing to try new and different ideas. Some of their inventions helped them win the war.

7. People cannot live and work together without some form of government to guide them. Understanding this, leaders from the thirteen states met to plan a better government. They wrote the Constitution, which protected the rights of the people and the rights of the states.

8. George Washington was elected President of the new nation. The new Congress met to make laws for all the people of all the states. A new capital was started; it was named Washington.

9. Under Thomas Jefferson and other Presidents, the United States grew in size. By the 1820's, it owned a vast territory reaching from the Atlantic to the Rockies. Much of the land was empty and unexplored.

10. As the nation spread westward, it became more democratic. Andrew Jackson was the first man from “the West” to be elected President and the first poor boy to grow up to be his country's leader.

Getting Started

The questions and activities suggested here may be used to prompt discussion and introduce some of the big ideas in this unit—"A New Nation in the New World."

1. When you read about the French explorers, you learned that they had entered North America by way of a great river highway—the St. Lawrence. Now you will see what happened when the English began to push west of the Appalachians and came face to face with the French.

Ideas to talk about: How the French had built forts and trading posts along the Mississippi and its branches; how they had built up a rich fur trade with the Indians.

2. Children do not always agree with their parents. About what kinds of things have you sometimes disagreed with your parents?

Ideas to talk about: How disagreements between children and their parents may be settled; why it is not surprising that the English colonies began to have disagreements with the mother country.

3. When you start a school club, why are rules needed? Why is it helpful to have the rules written down?

Ideas to talk about: How a written plan or group of rules can help settle problems when they arise; what your community might be like if there were no rules or laws.

Suggestions for Teaching Chapter 11

In this chapter, we see what happened when the English began to push westward into the country that lay beyond the Appalachians. These were the years before the Revolutionary War. The French had already established themselves in the Mississippi Valley by building a few widely scattered settlements, forts, and trading posts. They had built up the fur trade into a big business—a business they wanted to keep.

The struggle between England and France led to the French and Indian War. By winning the war, the English gained control of the rich land west of the mountains.

Words that may be new

buckskin	Appalachian
military	(ăp' à lă'chĩ ăn)
barrier	Monongahela
ridge	(mô nŏng'gà hē'là)
bagpipes	Fort Duquesne
Hudson-Mohawk	(dũ kăn')

A first look at the pictures and map (before the chapter is read)

The first picture in Chapter 11 shows a party of Virginia soldiers in the forests of western Pennsylvania.

How can you tell that this is a surprise attack? How are the men armed? Tell why the long rifle was an excellent weapon.

The map on page 169 tells us much about the English and French settlements in America in the 1750's. The original Thirteen Colonies are named on this map. What are they?

What mountains separate the colonies along the coast from the valley of the Ohio River? On which side of the mountains is Fort Duquesne? Notice that it is at the place where two rivers meet to form the Ohio River.

Suppose you wanted to travel from New York City to the Great Lakes, avoiding the mountains as much as possible. What river valleys would you follow?

The pictures on pages 170 and 171 show the efforts of the English to reach Fort Duquesne on the other side of the mountains.

Why does the picture on page 170 naturally come first in the story? Do you think building this road was a hard job? Tell why.

These two pictures and the first one in the chapter show what the land was like in western Pennsylvania. How would you describe it?

The picture on page 173 shows a scene at Quebec.

Find Quebec on the map. What did you learn about Quebec in the stories about the French explorers (pp. 89-92)?

A note about the pictures and maps

The pictures and maps in NEW WAYS IN THE NEW WORLD are in themselves rich sources of information. Pupils may

be encouraged to study these visual materials with the same care and thoughtfulness that they devote to the text, for a casual look at a picture or map does not yield all it has to offer.

In the questions and activities which follow are many additional suggestions for using the pictures and maps in this unit. And these are merely samples of the various ways in which the visual materials may be used. Still other ideas for their use will occur to resourceful teachers in the classroom.

Questions and activities which will help develop the big ideas in Chapter 11

1. Make a simple line drawing to show how two rivers join to form the Ohio River. Use the map on page 169 to help you. What is the name of the river that flows north to meet the Allegheny (p. 168)?

On your map, put a dot at the place where the two rivers meet and write the name of the French fort. You may also want to write in parentheses the name of the big city that stands there today.

2. Suppose you threw a stick of wood into the Ohio River at Pittsburgh. In what general direction would it float? Is this *downstream* or *upstream*? If your stick kept on floating, it would finally enter what great river? On a wall map of the United States, trace the journey of your stick down the Ohio and the Mississippi to the Gulf of Mexico.

3. You read that the Appalachians were a great barrier to travel and trade in the early days of our country. Find the meaning of *barrier* in a dictionary. Then use the map on pages 8 and 9 to show that

these mountains were a barrier between the Ohio Valley and the colonies along the Atlantic coast.

4. The Appalachians are still a barrier in many ways. For example, it costs more to build and maintain highways across these mountains than across the level lands in Indiana. Tell why.

It also costs more to pull a train of loaded freight cars across the Appalachian Mountains than across the level plains. Explain why.

What invention has helped man to conquer in part, at least, the great mountain barriers of the world? But flying over mountains presents certain problems. Can you name some of them?

5. The little animals pictured on page 167 were one of the main reasons why the French wanted to control "the West." Can you identify these animals? Why were Frenchmen interested in trapping beaver?

We sometimes say that a person is "as busy as a beaver." Like man, the beaver is a great builder. Use an encyclopedia to find out what these animals build and what their purpose is in building.

6. What did Benjamin Franklin mean when he told General Braddock that the French would cut his line of men "like a thread into several pieces"? Use the picture on page 171 to help you.

7. The word *ambush* comes from an old French word meaning "to go into the woods." Look up *ambush* in a dictionary. The word does not appear in your text, but it is a good word to use in telling the story of Braddock's defeat. Using the word *ambush*, tell what happened.

8. Suppose you were a young British

soldier serving under General Braddock at the time of his defeat. Tell your impressions of the battle to some English friends. What advice do you have for your countrymen, so far as wilderness fighting is concerned?

9. After Braddock's defeat, how did the French and their Indian allies try to frighten the English settlers? What happened later to make it possible for the settlers to return to the frontier?

10. Braddock's Road cut across rough mountain country from what is now Cumberland, Maryland, to Pittsburgh. The attack by the French and Indians occurred in what is now Braddock, Pennsylvania, on the outskirts of Pittsburgh.

Highway U.S. 40 follows the line of Braddock's Road for a half mile or so at a few places. Give reasons why you are not surprised that the modern highway does not follow the exact route of the early road.

In the locality where you live, find out whether a street or highway follows the line of an early road. Make a sketch map to show where the old road used to be.

Perhaps an important event occurred near where you live. Try to learn what happened and why the event was important.

11. Find out what you can about George Washington as a young man, before the time of the Revolutionary War. You can read a life of Washington in story form or consult an encyclopedia. Select an episode which interests you particularly and describe it to your classmates. Tell whether you think it suggests in any way that Washington would become a great man.

Suggestions for Teaching Chapter 12

In this chapter, we learn how the English colonists fought the mother country for independence and how, in the end, they won it.

The chapter begins with the story of what the quarrel was all about. We read of some of the events leading up to the first battle of the war—at Lexington, in 1775. The next year, 1776, the colonists declared their independence.

The great Declaration filled the people with hope and helped keep them together through the long war. We read about some of the ideas and inventions that helped them finally win. The peace treaty was signed in 1783; the Thirteen Colonies had become the United States of America.

Words that may be new

taxation	homespun
representation	card (wool)
Act (Stamp Act)	redcoats
debate	"regulars"
repeal	Parliament
Congress	(pär' lĩ mēnt)

A first look at the pictures and map (before the chapter is read)

Each picture in this chapter tells a part of the story of how the American colonists won their independence from England.

Sometimes people think that no one in England believed in the cause of the colonists. How does the picture on page 177 show that this was not true?

The pictures on pages 178–180 show some of the things that were happening before the Revolutionary War began.

In the "tea party" picture, what are the men doing to the boxes of tea? The men appear to be Indians. After you have read the story, tell what really was happening.

Look at the individual men shown drilling on page 179. How can you tell they are not regular soldiers?

The picture of Paul Revere on page 180 tells a story of warning and danger. What story does it tell? How are people warned today about enemy attacks, severe storms, and other dangers?

In the picture on page 181, you see what was happening a moment before the first shot was fired in the Revolutionary War.

Where was this battle? Which men are colonists and which are British "regulars"? How can you tell?

The map on page 183 shows where our Revolutionary War was fought.

Find Lexington, where the first battle was fought. In what colony was it?

In what colonies were Valley Forge and Yorktown? Find pictures which show what happened at those places.

Questions and activities which will help develop the big ideas in Chapter 12

1. Explain why the name "Minute Men" was well chosen. Tell of some of their activities.

2. How do you explain the fact that so few people today know about "Billy" Dawes' ride, but many have heard of Paul Revere's ride?

Try to find a copy of Grant Wood's picture, "Paul Revere's Ride." Tell what is happening in the picture.

3. Longfellow's poem begins:

"Listen, my children, and you shall hear
Of the midnight ride of Paul Revere,
On the eighteenth of April, in Seventy-
five;
Hardly a man is now alive
Who remembers that famous day and
year."

What does *Seventy-five* mean in the line: "On the eighteenth of April in Seventy-five"? This is a good date to remember, for the Revolutionary War began the next day in Lexington.

4. "Paul Revere's Ride" was published in 1863. That explains why Longfellow wrote: "Hardly a man is now alive who remembers that famous day and year."

Suppose you had been born on April 18, 1775. How old would you be in 1863?

5. The word *parliament* comes from a French word meaning "to speak." Find a picture of the British Parliament in Chapter 12 and explain what is happening.

The American colonists wanted to elect their own representatives to sit in the British Parliament. Tell why.

6. The Declaration of Independence fired people's imaginations and filled them with new hope. When we read the Declaration today, we can feel some of the excitement people felt when they first read it in 1776. Here, for example, is the second sentence:

"We hold these truths to be self-evident, that all men are created equal, that they are endowed by their Creator with certain unalienable Rights, that among

these are Life, Liberty, and the pursuit of Happiness."

These are thrilling words. You may want to memorize them. The Declaration ends with this sentence:

"And for the support of this Declaration, with a firm reliance on the protection of divine Providence, we mutually pledge to each other our Lives, our Fortunes, and our sacred Honor."

7. What do we celebrate each year on the Fourth of July? Why do we call this holiday "Independence Day"?

Do some of your neighbors display American flags on the Fourth of July? If there is a community gathering, tell what takes place there. Why do we talk about "a safe and sane Fourth of July"?

8. Since the "Turtle" did not win the war for the American colonists, explain why the story of the "Turtle" is of interest to us today. How does this story show that the colonists were willing to try new and different ideas?

9. What is a *blockade*? What did England hope to gain when the Royal Navy blockaded the American coast?

One result of the blockade was that the colonists actually became more independent of England. Explain how this worked. If you are not sure, read again "Homespun, bullets, and gunpowder" on pages 184 and 185.

10. What is *homespun*? Your dictionary will help you.

Suppose you are a young girl living on a farm during the Revolutionary War. Tell how you make homespun clothing for your brother, who is a soldier. Why do you need "cards"? What new invention makes your work much easier?

11. Many thrilling stories about the Revolutionary War have come down to us and are part of our nation's treasure house of memories. Some of these stories are told in Chapter 12; others you will find in other books.

Select a story you like especially well and tell it in your own words to your group. Tell the story so that your classmates will see why the things that happened are still exciting and important to us after nearly two hundred years.

Suggestions for Teaching Chapter 13

In this chapter, we see how the American people built a new nation after the Revolutionary War was over. The first big step was planning a better government. Here we get the story of how the leaders from all the states met in Philadelphia and wrote the plan—our Constitution.

Step by step, the nation gets under way. In 1789, George Washington is made President. The new Congress meets to make laws. A new capital—Washington—is laid out. When Thomas Jefferson becomes President, he buys the territory of Louisiana.

As the nation spreads westward, it becomes stronger and more democratic. In 1829, we go to the raw young capital, Washington, and see Andrew Jackson inaugurated. He is the first President from “the West.”

Words that may be new

saddlebags	capital
delegates	Capitol
Constitution	national anthem
amendment	Pierre L'Enfant
absolute	(pyâr' län'fän')
Executive	Simón Bolívar
Inauguration Day	(sê mōn' bō lē'vār)
(ĩn ô'gũ rā'shũn)	liberator

A first look at the pictures and map (before the chapter is read)

The first picture, on page 191, shows a street in Philadelphia after the Revolutionary War. Leaders from the thirteen states are gathering to plan a better government for the country.

What means of transportation did some of the men use? Find Philadelphia on the map on page 169 and tell how some of the men might have traveled there. (By ship)

On the Fourth of July in 1776, leaders from the colonies had made an important announcement in Philadelphia. What was it?

In the picture at the bottom of page 193, tell what game is being played. What is the job of each of the men shown?

Why does a game have rules? What are some of the rules of baseball?

On page 194, you see some of the different kinds of coins and paper money that were used.

Notice the dates on the money. What are some of the problems that might arise if each state had its own money, different from that of any other state?

On page 196, you see an important happening when New York was the capital of the United States.

Find the most important man in the picture. He is on his way to take part in what great event? Tell what happens on Inauguration Day.

The map on page 199 shows how the United States began to grow.

Compare this map with the one on page 169. By 1802, the United States stretched as far west as what great river? What happened in 1803?

The last picture in the chapter shows Inauguration Day forty years after George Washington was made President.

Who is the new President? Find the Capitol building. How does this scene differ from Inauguration Day in Washington now?

Questions and activities which will help develop the big ideas in Chapter 13

1. Tell what is happening in the picture on page 191. Where did these men come from? Why are they gathering here? In what city are they?

The building at the right is Independence Hall in Philadelphia. Here the Declaration of Independence was adopted by the Congress on July 4, 1776. A great bell which hung in the belfry was rung a few days later. It was known forever afterward as the "Liberty Bell."

You can see the Liberty Bell today on display in Independence Hall. Encircling the bell are the words: "Proclaim Liberty Throughout the Land and unto All the Inhabitants Thereof." These words are quoted from the Bible.

You may want to use an encyclopedia to find out more about Independence Hall and the Liberty Bell. Report to your classmates the interesting information you discover.

2. Use the picture at the top of page 193 to explain why Americans are interested in seeing the Constitution and the Declaration of Independence. Why should these documents be carefully guarded?

The original copies of these great papers were moved in 1952 to the National Archives Building in Washington, D.C. They are enclosed in helium-filled glass cases to preserve them. During the day, visitors line up to look at them. Each night, they are lowered by an elevator to a bombproof, fireproof vault.

These papers have been moved about several times since they were written. During the War of 1812, when the British were marching on Washington, the Declaration and the Constitution were stuffed into coarse cloth sacks and carried to Virginia, where they were hidden in a grist mill. In World War II, they were stored in the treasure vaults of Fort Knox, Kentucky.

If a member of the class has seen the Declaration of Independence and the Constitution, he may like to describe his experience to the class.

3. Tell how George Washington traveled from his home to New York City to take the oath of office as the first President. Use the picture on page 196 to help you.

Suppose he were to make that trip today. In what different ways might he travel?

4. You have read that people in the United States govern themselves by electing representatives and senators. Name the two senators from your state. Find out how many representatives your state sends to Washington.

5. Look in an encyclopedia to find out why Oliver Wendell Holmes wrote the poem "Old Ironsides." This is a good poem to read aloud.

6. How did Francis Scott Key happen to write the words of "The Star-Spangled Banner"? You can get more details about this story from an almanac or other reference book. Plan a dramatization based on the information you find.

7. This is a good time to begin an individual or class stamp collection. Much of the history of the United States can be told in postage stamps. Each year stamps are issued in honor of some person or historical event. Such stamps are called *com-*

memoratives. For example, a commemorative three-cent stamp in honor of the Louisiana Purchase was issued in 1953.

The first United States adhesive postage stamps were put on sale in 1847. There were two stamps, one for five cents with a portrait of Benjamin Franklin and one for ten cents with a portrait of George Washington. Before that time, letters usually were marked "Paid" by means of pen and ink or were stamped by means of hand stamps.

The United States government each year prints a catalogue of United States postage stamps since 1847. It can be bought from the Superintendent of Documents, U.S. Printing Office, Washington, D.C.

By beginning your stamp collection now, and working on it the rest of the year, you can have fun while you build a good collection.

Pulling Together the Big Ideas in the Unit as a Whole

1. Point out the land known as "the West" on the map on page 169. It lay west of what great mountain barrier?

Find Quebec on this map. It guarded what great gateway into "the West"?

2. Using the picture on page 173, tell what happened when the English fought the French at Quebec.

These statements were written about that battle:

"The French had lost the battle. They had lost the war. They had lost the continent of North America." Explain what these statements mean.

3. Give some of the reasons for the quarrel between England and "her American children."

Do you think one of the reasons may have been that the American colonies were growing up? Why might this have been a reason?

4. What great ocean lay between England and her American colonies? Do you think the Atlantic Ocean may have had something to do with the trouble between the mother country and her colonies? If you do, give your reasons. Use a globe to illustrate what you say.

5. The Atlantic Ocean was a great *highway* of travel and trade in the early days of our country. It was also a great *barrier* to travel and trade. Tell why both these things were true.

Today, the Atlantic Ocean is still a great highway and also, in some ways, a barrier. Explain why this is true.

What inventions have helped make the Atlantic much less a barrier between countries today than it was at the time of the Revolutionary War?

6. Although we always speak of our Declaration as the "Declaration of Independence," the title written at the top of the document reads: "In Congress, July 4, 1776. The unanimous Declaration of the thirteen united States of America."

The word *unanimous* was very important in the minds of the men who wrote the Declaration. Find the meaning of *unanimous* in a dictionary and explain why you think it was important.

Another important word in the title was *united*, even though it was not written with a capital letter. Explain why the idea of being united was important in 1776 and why it is important today.

7. You read that George Washington left Mt. Vernon in April to travel to New York for his inauguration. He took the oath of office on April 30.

The inauguration had been planned to take place on March 4. But the ceremony was delayed on account of the slowness in gathering the votes and the time taken by Washington to make the trip.

For many years, March 4 was the date set for Inauguration Day. Then in the 1930's the date was changed to January 20. This was done to allow the new Presi-

dent to take office as soon as possible after his election in November.

Give reasons why it was necessary in earlier days to allow plenty of time for gathering the votes and for traveling. Why is it practical to allow much less time now?

8. The picture on pages 202 and 203 shows Andrew Jackson on his way from the Capitol building, where he took the oath of President, to the White House. How did he make the short trip down Pennsylvania Avenue? When a President rides down Pennsylvania Avenue today, how does he travel?

9. The only people who could watch George Washington or Andrew Jackson on Inauguration Day were the people who were there. Explain how millions of Americans can watch an inauguration today at the very moment it happens.

10. With the help of your classmates, plan a travel bureau specializing in tours to historic sites. Use geographies, encyclopedias, and travel folders to help you decide which historic sites to include on each of your tours.

For example, in New England you would want to take your tourists to Lexington and Concord. In Philadelphia, you would visit Independence Hall. Plan "sales talks" to interest people in the tours. You may also want to make posters advertising the points of interest.

11. A few dates are worth remembering for they are real "milestones" in the story of our country. The year the Revolutionary War began is one of these. Name two or three others. Tell why, in your opinion, it is worthwhile to remember them.

Books to Read and Other Enrichment Materials

The following books are suggested for further reading. Those marked with a star (*) were recommended by Mary K. Eakin, Center for Children's Books, The University Library, The University of Chicago.

There is, of course, considerable range in the reading abilities of fifth-grade pupils. The list which follows is a flexible one and takes into account differences in reading ability.

BARROWS, PARKER, and SORENSEN. *The American Continents*. New York: Silver Burdett Company, 1954.

"A Mountain Barrier," pages 33-36, and "Our National Capital," pages 100-103, are suggested for reading at this time. For excellent material on cities in the East, see "Northeastern United States," pages 104-130. Maps and pictures in color. Commonly used in fifth grade.

BENNETT, ELIZABETH H., DOWSE, MABEL B., and EDMONDS, MARY D. *High Road to Glory*. New York: Silver Burdett Company, 1947.

Stories and poems on pages 143-179 in the section entitled "Pioneers and Trail Blazers" are suggested for reading at this time. Advanced reading for fifth grade.

*COUSINS, MARGARET. *Ben Franklin of Old Philadelphia*. ("Landmark Books") New York: Random House, 1952.

A very readable biography of Franklin that pictures the many facets of his

career—as school boy, as printer, as inventor, as scientist, as public-spirited citizen, as statesman, as patriot. Advanced reading for fifth grade.

*FISHER, DOROTHY CANFIELD. *Our Independence and the Constitution*. ("Landmark Books") New York: Random House, 1950.

A fictionalized account of life in Philadelphia from the time of the reading of the Declaration of Independence through the weary days of the writing of the Constitution. The author manages to convey to the reader something of the very real struggle and effort that went into the drafting of both documents. Average fifth-grade reading level.

*FISHER, DOROTHY CANFIELD. *Paul Revere and the Minute Men*. ("Landmark Books") New York: Random House, 1950.

The exciting and crowded life of Paul Revere as patriot and Boston silversmith. The background material paints a stirring picture of Boston and the surrounding countryside prior to and during the Revolution. Advanced reading for fifth grade.

*FORBES, ESTHER. *America's Paul Revere*. Boston: Houghton Mifflin Company, 1946.

A well-written, beautifully illustrated biography of Paul Revere, with emphasis on his famous ride and his part in the Revolutionary War. Average fifth-grade reading level.

*GRAHAM, ALBERTA POWELL. *Lafayette, Friend of America*. Nashville: Abingdon-Cokesbury Press, 1952.

A simply written biography of Lafayette that stresses his part in the American Revolution. Easy reading for fifth grade.

*HOLBROOK, STEWART. *America's Ethan Allen*. Boston: Houghton Mifflin Company, 1949.

A rousing biography of Ethan Allen, hero of Ticonderoga, and an early advocate of American independence. Beautifully illustrated by Lynd Ward. Advanced reading for fifth grade.

*JUDSON, CLARA INGRAM. *George Washington, Leader of the People*. Chicago: Wilcox and Follett Company, 1951.

An excellent biography that combines simplicity of style with accuracy of information and that succeeds in making the subject come to life. Average fifth-grade reading level.

*JUDSON, CLARA INGRAM. *Thomas Jefferson, Champion of the People*. Chicago: Wilcox and Follett Company, 1952.

Mrs. Judson has succeeded in making clear, understandable, and interesting for young readers Jefferson's ideas about government and about the social and economic problems of his day. Advanced reading for fifth grade.

MAYER, JANE. *Betsy Ross and the Flag*. ("Landmark Books") New York: Random House, 1952.

Around the story of Betsy Ross' life is woven the history of the many flags flown in this country from colonial

days up to the bombardment of Fort McHenry. Average fifth-grade reading level.

MAYER, JANE. *Dolly Madison*. ("Landmark Books") New York: Random House, 1954.

This lively story of Dolly Madison's life spans the crowded period of American history from her birth shortly before the American Revolution until her death in the middle of the nineteenth century. Average fifth-grade reading level.

SHEEAN, VINCENT. *Thomas Jefferson, Father of Democracy*. ("Landmark Books") New York: Random House, 1953.

This careful biography brings out Jefferson's sturdiness of character and wide intellectual interests. Advanced reading for fifth grade.

SMITH, NILA B., and BAYNE, STEPHEN F. *Frontiers Old and New*. New York: Silver Burdett Company, 1947.

"Lighting the Torch of Liberty," pages 98-160, is suggested for reading at this time. Commonly used in fifth grade.

SPERRY, ARMSTRONG. *John Paul Jones, Fighting Sailor*. ("Landmark Books") New York: Random House, 1953.

An exciting sea story woven around the daring exploits of John Paul Jones. Advanced reading for fifth grade.

TALLANT, ROBERT. *The Louisiana Purchase*. ("Landmark Books") New York: Random House, 1952.

The complicated events leading up to the purchase of Louisiana by Jefferson

and the storm it aroused in this country are presented in a simple, straightforward manner. Advanced reading for fifth grade.

- *TALLANT, ROBERT. *The Pirate Lafitte and the Battle of New Orleans*. ("Landmark Books") New York: Random House, 1951.

An account of the activities of one of the most colorful figures in New Orleans' history and of his part in the Battle of New Orleans. Average fifth-grade reading level.

- WHITRIDGE, ARNOLD. *Simón Bolívar*. ("World Landmark Books") New York: Random House, 1954.

Dramatic biography of the dashing patriot, who became known as the "Great Liberator" for his role in throwing off Spanish rule in South America. Average fifth-grade reading level.

For the teacher: In addition to the books suggested for pupils, the following will be of interest to the teacher.

- *FOSTER, GENEVIEVE. *George Washington's World*. New York: Charles Scribner's Sons, 1941.

Highlights of history and invention as well as portraits of famous people the world over.

- *GALT, TOM. *Peter Zenger, Fighter for Freedom*. New York: Thomas Y. Crowell, 1951.

Biography of the first man to make an active fight for freedom of the press. In his witty *Weekly Journal*, he protested the tyranny of New York's colonial governor.

Materials from Museums, Historic Sites, etc.

The following leaflets may be obtained at small cost, or free of charge. Many are well illustrated.

Anthony Wayne: Man of Action. Historic Pennsylvania Leaflet No. 2, 1953. Pennsylvania Historical and Museum Commission, Harrisburg, Pa.

Cornwall Furnace (1952). Pennsylvania Historical and Museum Commission, Harrisburg, Pa.

Fort Augusta (1952). Pennsylvania Historical and Museum Commission, Harrisburg, Pa.

Fort Ligonier (1952). Fort Ligonier Memorial Foundation, Inc., Ligonier, Pa.

Fort McHenry: National Monument and Historic Shrine—The Birthplace of "The Star-Spangled Banner." National Park Service Reprint 1952. Superintendent of Documents, Washington, D.C.

Fort Necessity National Battlefield Site. Custodian, Fort Necessity National Battlefield Site, Farmington, Pa.

Independence National Historical Park Project. Superintendent, Independence National Historical Park Project, Old Custom House, Chestnut Street, Philadelphia, Pa.

Leaders in American Democracy. Picture Series II. The New York Historical Society, New York.

Our Constitution. Philip Van Doren Stern. 1953. Birk and Company, New York.

Pennsylvania and the Federal Constitution. Historic Pennsylvania Leaflet No. 10, 1953. Pennsylvania Historical and Museum Commission, Harrisburg, Pennsylvania.

The American Revolution. School Picture Set No. 4. Metropolitan Museum of Art, New York.

The Constitution of the United States and the Declaration of Independence. William R. Barnes, Ed. New York: Barnes and Noble, 1954.

The New Nation. School Picture Set No. 17. Metropolitan Museum of Art, New York.

Washington's Map of Mount Vernon. University of Chicago Press, Chicago, Ill.

Weapons and Equipment of Early American Soldiers. National Park Service Popular Study Series, History No. 2, 1947. Superintendent of Documents, Washington, D.C.

Winter Encampments of the Revolution. National Park Service Popular Study Series, History No. 1, 1954. Superintendent of Documents, Washington, D.C.

Yorktown and the Siege of 1781. National Park Service Historical Handbook Series No. 14, 1954. Superintendent of Documents, Washington, D.C.

Yorktown Battlefield. Superintendent, Colonial National Historical Park, Box 548, Yorktown, Va.

Young Washington in Pennsylvania. Historic Pennsylvania Leaflet No. 13, 1953. Pennsylvania Historical and Museum Commission, Harrisburg, Pa.

Filmstrips

Among the filmstrips that the teacher may want to use in connection with the study of Unit 4, the following especially are recommended for fifth-grade pupils. For a complete listing of filmstrips, see *Filmstrip Guide*, published by the H. W.

Wilson Company, New York, in 1954. It is available in many libraries.

EARLY AMERICAN HISTORY SERIES.

Young America Films, Inc., 18 East 41 Street, New York. 1953.

Suggested titles: *Revolution. War for Independence.*

THEN AND NOW IN THE UNITED STATES.

Silver Burdett Company, 45 East 17th Street, New York. 1951.

Suggested title: *Then and Now in the Appalachian Mountains.*

Songs to Sing

Songs can play an important part in bringing to life the stirring events and ways of life of the people in the years before, during, and after the Revolutionary War. Among the songs which may be selected for use with Unit 4, the following especially are recommended. They may be found in *NEW MUSIC HORIZONS*, Book Five, published by Silver Burdett Company, New York, in 1953.

<i>Columbia, the Gem of the Ocean</i> .	Page iv
<i>Mountain Song</i>	22
<i>The Tune the Old Cow Died On</i> .	35
<i>The Marines' Hymn</i>	60
<i>Chester</i>	63
<i>What a Land!</i>	75
<i>O Canada</i>	81
<i>Great Washington</i>	94
<i>The Derby Ram</i>	143
<i>Old Sayings</i>	151
<i>America</i>	199
<i>The Star-Spangled Banner</i> . .	200
<i>Yankee Doodle Cat</i>	203
<i>Shenandoah</i>	210

Testing What Has Been Learned

These tests may be reproduced by the teacher for use with her own class. Omit answers in reproducing tests.

Test 1

Each sentence has three endings, but only one ending makes the sentence true. Write in the blank the letter of the correct ending.

b 1. "I know not what course others may take, but as for me, give me liberty or give me death!" These words were said by

- a. Benjamin Franklin
- b. Patrick Henry
- c. Andrew Jackson

c 2. "No taxation without representation!" These words were

- a. in the Constitution
- b. said by the king of England
- c. said by the colonists before the Revolutionary War

a 3. "All men are created equal." These words were written

- a. in the Declaration of Independence
- b. in the Constitution
- c. by George Washington

a 4. "We, the people of the United States" is the beginning of

- a. the Constitution
- b. a speech by Patrick Henry
- c. a poem by Longfellow

b 5. "Oh, say can you see by the dawn's early light" is the beginning of

- a. the Constitution
- b. The Star-Spangled Banner
- c. a speech by Jefferson

a 6. "Listen, my children, and you shall hear of the midnight ride of Paul Revere." This is the beginning of a poem about an event that happened

- a. in April, 1775
- b. On July 4, 1776
- c. in the War of 1812

b 7. Ralph Waldo Emerson wrote that the colonists "fired the shot heard round the world." He was writing about

- a. the victory at Yorktown
- b. the first day of the Revolutionary War
- c. the Battle of Bunker Hill

c 8. The man who did the actual writing of the Declaration of Independence was

- a. George Washington
- b. Benjamin Franklin
- c. Thomas Jefferson

Test 2

Read each sentence and decide whether it is true. Underline the letter *T* if the sentence is true. Underline the letter *F* if the sentence is false.

T F 1. The Revolutionary War began at Lexington.

T F 2. All the members of Parliament were in favor of the Stamp Act.

T F 3. The "Turtle" won a great battle in the Revolutionary War.

T F 4. The "Turtle" showed that Americans were willing to try new and different ideas.

T F 5. People cannot live and work together in groups without some form of government to guide them.

- T F 6. The President of the United States has the same powers as an absolute king.
- T F 7. The members of Congress have the job of making the laws.
- T F 8. "The Bill of Rights" helps to protect the rights of the people.
- T F 9. The Constitution was written in Philadelphia, which was the capital of the United States at that time.
- T F 10. When George Washington was made President, the capital of the nation was New York City.

Test 3

Fill the blanks of the following sentences with the missing word or words.

1. "Old Hickory" was a nickname for Andrew Jackson.
2. President Thomas Jefferson bought the territory of Louisiana from France.
3. President Monroe warned the nations of Europe that the United States would not permit them to start any new colonies in the New World.
4. The first poor boy who grew up to be President was Andrew Jackson.
5. Simón Bolívar was known as the Liberator (or George Washington) of South America.
6. When the French lost the battle of Quebec, they gave New France to England.
7. Both the French and English languages are taught in the schools of Quebec today.
8. In the French and Indian War, the French and English fought for control of the land west of the Appalachian Mountains.

9. In the Revolutionary War, the colonists won their independence from England.

Test 4

Read the description of each man and write his name in the blank.

- George Washington 1. He was angry when someone suggested that he become King of the United States.
- Thomas Jefferson 2. When he was President, he bought the territory of Louisiana from France.
- General Braddock 3. He was a British general. His army was defeated by the French and Indians a few miles from the spot where Pittsburgh now stands.
- Benjamin Franklin 4. As a young man, he became a famous printer. When he was an old man, he helped plan the Constitution of the United States.
- Andrew Jackson 5. He was the first man west of the Appalachians to be chosen President.
- James Madison 6. He was President when a British army entered Washington. His wife managed to save valuable articles from the White House.

Test 5

Ideas to Write About

1. Using the picture on page 189, tell how Washington was a great leader.
2. Using one of the pictures on page 186, tell how Americans were willing to try new and different ideas.
3. You read that people cannot live and work together in groups without some form of government to guide them. Give an example of this.

[illegible]

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